Final Report

Working group on native education training and employment

Alberta
MUNICIPAL AFFAIRS
CAREER DEVELOPMENT
AND EMPLOYMENT

FINAL REPORT

WORKING GROUP ON NATIVE EDUCATION, TRAINING AND EMPLOYMENT

This report was submitted to the Government of Alberta
in the spring of 1987 and released by
the Honourable Rick Orman,
Minister of Career Development and Employment,
in December 1987.

TABLE OF CONTENTS

Letter of Transmittal

I. Introduction 1

II. Overview 2

III. Recommendations on Education 8

IV. Recommendations on Training 10

V. Recommendations on Employment 12

VI. Recommendations on Community Planning 14

VII. Summary of Recommendations 15

Appendices:

I Ministerial Order and Press Release

II A Proposed Policy Statement on Native Education in Alberta, 1985

III Working Group's Review of Proposed Native Education Policy

IV Discussion Paper on Community Planning, 1986

V Private Sector Views Concerning Native Training and Employment Programs: An Overview of Comments by Selected Resource Company and Related Officials, 1985

VI Metis Regional Seminars: Selected Recommendations Pertaining to Education and Employment - Training Issues, 1984

February 13, 1987

Hon. Rick Orman
Minister of Career Development
and Employment
126 Legislature Building
Edmonton, Alberta T5K 2B6

Hon. Neil Crawford
Minister of Municipal Affairs
227 Legislature Building
Edmonton, Alberta T5K 2B6

Dear Sirs:

On behalf of the members of the Working Group on Native Education, Training and Employment it is my pleasure to submit to you the Working Group's Final Report and Recommendations.

In the course of its review the Working Group was impressed by the many excellent programs which are currently available and by the dedication of individuals involved in the development and delivery of education, training and employment programs to Native people in Alberta. We are concerned, however, that the efforts of all orders of government and of the private sector which are directed towards improving the educational and employment opportunities for Native people are uncoordinated, poorly targetted and not well understood in Native communities. In addressing these issues the Working Group has identified three major themes:

1. Our report stresses the need for information-sharing and marketing initiatives, and for mechanisms which can effectively match available resources with the requirements of Native people and their communities;

2. Our report emphasizes the inter-relationship among the education, training and employment processes for both individuals and communities. Moreover, it stresses the link between these processes, and the social, cultural and economic life of a community. The report, therefore, endorses the need for comprehensive planning which focuses on the total community; and

3. Our report and recommendations reflect the need for Native people and communities to have the primary responsibility for their development. The Working Group has therefore made a number of specific recommendations aimed at ensuring full and on-going

consultation between governments and communities in the development of policy, in program design, and in monitoring program delivery. In this regard our recommendations are directed equally at government and Native parents, Native leaders, and Native communities all of whom share the responsibility for improving the educational opportunities and the economic and social conditions in Native communities.

The Working Group recognizes that the current economic environment presents some unique problems for Native people seeking or sustaining employment, and for employers and governments wishing to address these issues. As our report suggests, the Native labour force tends to be concentrated in lower paid jobs and in occupations related to the resource and construction industries. These factors, among others, combine to place Native employees at greatest risk in the current recessionary period.

As well, we would draw the Ministers' attention to the fact that Alberta's Native population is much younger than the population as a whole and is growing more rapidly. By 1991, it is estimated that one in four persons entering the labour force in the prairie provinces will be of aboriginal ancestry. These facts suggest that a concerted and coordinated effort is urgently required to address both the needs of present Native workers and the requirements of those who will be entering the labour force before the turn of the century.

We believe that governments, Native leaders and all others concerned with these issues share a common goal which is to break the cycle of dependency on social assistance and other forms of government transfer payments for many native families and communities and to restore pride and productivity among Native people. It is our hope that this report can help to advance this shared goal.

We would like to take this opportunity to thank you and your departments for the support and assistance which you have provided in the course of our deliberations. As well, we would like to acknowledge with gratitude the support and encouragement of the former Ministers, Messrs. Ernie Isley and Milt Pahl through whose initiative and under whose guidance the Working Group was created.

Respectfully submitted,

Jeffrey C. Miller
Chairman

/vm

cc: Hon. Dave Russell
Hon. Nancy Betkowski

REPORT OF THE WORKING GROUP ON NATIVE EDUCATION TRAINING AND EMPLOYMENT

I. INTRODUCTION

The Working Group on Native Education Training and Employment was established under Ministerial Order in June 1985 to provide advice and recommendations to the appropriate Ministers on ways of addressing the barriers to education, training and employment faced by Native people. The Working Group was the second of three such entities appointed by Ministers to address issues arising out of the ten Metis Regional Seminars held in 1984.

The terms of reference for the Working Group are as follows:

a) Review and recommend measures in order that Native people can have better access to educational and training opportunities and to job creation programs.

b) Investigate and recommend initiatives to maintain sustained employment opportunities in communities in which the residents are primarily of Native origin.

c) Review the issues and concerns of Education, Employment and Training identified at the ten Metis Regional Seminars held last year.

d) Identify and document the current employment situation of Native people in Alberta and employment opportunities which may arise.

e) Advise the Ministers, upon request, on matters related to Native Education, Training and Employment.

The Working Group met regularly between August 1985 and December 1986. In the course of its deliberations, the Working Group had discussions with government officials and representatives of private industry. The Working Group undertook a thorough review of the proposed Native Education Policy and provided detailed comments and recommendations to the Minister in February 1986.

Committee Members

Peter Erasmus - McRae, Alberta
Larry Crane - Calgary, Alberta (resigned June, 1986)
Marvin Yellowhorn - Brocket, Alberta
Grace Buffalo - Hobbema, Alberta (resigned April, 1986)
Vivian Ayoungman - Gleichen, Alberta
Lloyd Gwinn - Morinville, Alberta
Theresa Wildcat - Hobbema, Alberta
Mattie McNeil - Edmonton, Alberta
Dave Chabillion - Edmonton, Alberta
Ted Langford - Lac La Biche, Alberta
Ralph Sabey - Edmonton, Alberta
Jeff Miller - Edmonton, Alberta (Chairman)

Administrative and Research Support

Carolyn Dieleman - Edmonton, Alberta
Hamblin Beharry - Edmonton, Alberta

II. OVERVIEW

1. SOCIO-ECONOMIC CHARACTERISTICS

The Working Group reviewed a wide variety of material concerning the current status of education and employment among Native people in the province. Information was obtained from a variety of sources including the 1981 Canada Census, and reports that included the Report of the Study Team on Indian and Native Programs (Neilsen Task Force), Demographic Characteristics of Natives in Edmonton (1985), Native Needs Assessment in the City of Calgary (1984), Labour Market Development in the 1980s (1981) as well as various other reports of the Labour Market Information & Planning Division of Alberta Career Development and Employment. Generally speaking, the highlights of this review are as follows:

a) Native people have substantially lower levels of educational attainment than those enjoyed by other Albertans. Drop out rates among Native youth are much higher than for non-Natives;

b) The Native unemployment rate appears to be at least three times higher than the rate for non-Natives;

c) Natives who are employed are over represented in unskilled and low-paying jobs and substantially under-represented in the professions, management and technical and scientific occupations;

d) The Native population is substantially younger than the Albertan and Canadian population as a whole. In 1981 over 50% of Natives were under 19 years of age. It is estimated that by the early 1990's one in four persons entering labour force age in Western Canada will be of Native ancestry;

e) While there are some Native communities that have been successful in their planning, the majority of Native communities lack the resources and skills necessary to plan for and take advantage of economic and employment opportunities which may exist. A number of communities with a non-renewable resource base enjoyed prosperity through the late 70's and early 80's. That prosperity is now threatened; and

f) The Native population is increasingly urban. Training and employment programs for Natives have mainly been focused in the rural north.

2. ISSUES FROM METIS ASSOCIATION OF ALBERTA SEMINARS

Between March and November 1984 the Metis Association of Alberta, in cooperation with the former Alberta Native Affairs Secretariat sponsored a series of ten regional workshops across the province intended to provide a vehicle for the identification of community priorities and concerns related to government programs. Nearly 1000 individuals representing 67 different communities participated in these seminars. Concerns related to education, training and employment dominated discussions in all ten workshops. As a result of these seminars several policy issues were identified as requiring attention and referred to the Working Group:

a) Education

i) Adequacy of educational standards in schools including quality of facilities, availability of high school programs, alternative delivery mechanisms, preparedness of teachers;

ii) Adequacy of Native content in curriculum;

iii) Adequacy of support services to students and parents including Native liaison workers, personal and career counselling, lifeskills instruction, measures to encourage potential involvement;

iv) Adequacy of cross-cultural relations including student to student, student to teacher, parent to administration, Native community to broader society;

v) Adequacy of mechanisms for Native participation in development of policy; and

vi) Availability and adequacy of financial assistance for students.

b) Training

i) Availability and adequacy of financial assistance for adult education and training;

ii) Flexibility of entrance criteria for training opportunities;

iii) Nature of training during a recession; and

iv) Availability of timely information regarding training programs.

c) Employment

i) Adequacy of government information regarding the availability of employment programs and services;

ii) Availability of planning assistance to communities interested in undertaking employment and economic development initiatives; and

iii) Need for policy, program and monitoring measures necessary to encourage local hiring by industry and government.

3. PRIVATE SECTOR VIEWS CONCERNING NATIVE TRAINING AND EMPLOYMENT

The Working Group felt that it would be equally important to obtain the views of the private sector regarding Native training and employment. Consequently, Manning Consultants Ltd. was commissioned to undertake a brief survey of a few of the relevant companies. The complete report is included as Appendix V. This survey indicates the following:

a) Barriers to Employment and Training

i) Lack of personal confidence and/or family and community support for Native people seeking and sustaining employment or training;

ii) Unfamiliarity with requirements of a wage economy including personal effort required, shift work and relocation requirements;

iii) Short-term job creation programs and social assistance programs discourage personal initiative and promote dependence on government;

iv) Communities and individuals lack the skills to effectively communicate their concerns to government; and

v) Native students do not receive adequate instruction in science-related subjects which is increasingly necessary for employment in resource based industries. As well, many Native applicants lack grade 11 or 12 which is often a pre-requisite for employment.

b) The Adequacy of Native Training Programs

i) Native training/recruitment/community development systems are too fragmented among government agencies;

ii) Native training programs should be designed in consultation with industry;

iii) Training approaches should emphasize on-the-job training combined in a flexible fashion with limited classroom instruction;

iv) There is a need for more Native instructors in the training environment;

v) The time-frame for academic upgrading is too short; and

vi) Training programs should avoid ad-hoc funding and should allow for multi-year, flexible programs.

c) Manpower Planning Considerations

i) Training activities should be directly related to job opportunities;

ii) Greater attention should be paid to training for heavy oil development; and

iii) In a recession, the training focus should be on improving academic skills particularly bringing individuals up to the grade 11 and 12 level.

d) Recruitment

i) Native communities lack sufficient information about employment opportunities and employers lack sufficient information about the availability of potential Native employees and in some instances, an understanding of the Native community;

ii) Recruitment/placement resources in government do not adequately meet the needs of employers wishing to hire Native people. Government should be more active in marketing potential Native employees;

iii) An information campaign should be undertaken to give communities a better understanding of industry roles and functions;

iv) A computerized inventory of Native manpower supply should be developed to provide employers with access to Native employees; and

v) Information related to employment opportunites should focus on younger children to facilitate early career planning.

4. INTERIM MINISTERIAL DIRECTION

On the basis of its interim report to Ministers in January, 1986, the Working Group was specifically directed to examine the following issues:

a) The proposed Native Education Policy particularly as it relates to the future employability of Native students currently in Alberta's schools and the job creation opportunities which the implementation of the policy might have;

b) Ways to increase the opportunities for Native people to enter occupations in which they have been traditionally under represented such as business and engineering; and

c) Ways in which government might better market its training and job creation programs and specifically the reasons why programs are not accessed by Metis individuals and communities to the same degree as Indian Bands.

5. ISSUES ARISING OUT OF WORKING GROUP DISCUSSIONS

In addition to the foregoing, the Working Group has identified a number of concerns which were considered in developing its recommendations. These include:

a) The need to identify training for employment opportunities which may exist as a result of the process of devolution of service delivery responsibilities to local communities;

b) The need for community planning strategies specific to Native communities and supported by adequate resources, information bases and decision making authority;

c) The need for all orders of government including Native governments and organizations to work cooperatively in resolving jurisdictional issues;

d) The need for better communication links between governments and Native communities;

e) The role of Native-run post-secondary institutions within the provincial training and post-secondary system; and

f) The proliferation, duplication and lack of coordination of government committees addressing aspects of Native employment issues.

6. MAJOR THEMES

In the course of its discussions, the Working Group identified three major themes. These themes have guided the group in formulating its recommendations.

a) Coordination and Responsiveness

The issues which the Working Group has been asked to address are ones that involve a large number of organizations and individuals with varied interests, resources and objectives. These include several different federal and provincial government departments, school boards and post-secondary institutions, administrators, teachers, and counsellors, professional organizations, unions, private sector employers, municipalities and, most importantly, Native people, Native communities, and governments.

The Working Group believes that issues such as unresolved jurisdictional disputes, lack of program co-ordination and flexibility, inadequate understanding of cultural differences, unrealistic hiring practices, all tend to frustrate the development of meaningful employment opportunities for Native people.

b) Total Community Focus

The Working Group has approached the issues of Native education, training and employment from the viewpoint that they are interrelated and multi-dimensional. The education and training systems, for example, have, in addition to their role in preparing individuals for employment, several equally important responsibilities for understanding and complementing the cultural and social life of the community. As well, the nature of work which is available affects and is affected by the social, cultural and economic characteristics of individuals and community.

Focussing on the total community recognizes, particularly in Native communities, that many individuals have skills and experience which are not the result of formal education but from which the educational system could benefit. Finally, it is recognized that interest in and access to formal education or further training may often result from being employed.

c) Community Responsibility

Consistent with the aspirations of aboriginal people, the Working Group believes that Native communities themselves must assume the responsibility for planning their long term development and growth. The Working Group recognizes that each Native community is unique in terms of its aspirations, needs and the resources available to it. Programs which fail to take this uniqueness into account or which are implemented on an ad hoc basis in isolation from the overall development of the community will not succeed.

III. RECOMMENDATIONS ON EDUCATION

The Working Group recognizes the importance of formal and relevant educational training and the role it plays in determining the employment options available to an individual. Indeed, the following quotation by committee member, Theresa Wildcat, clearly illustrates this point:

> "We care about our children and feel that education is one of the keys to our future."

Therefore there should be an immediate attempt to address the issues facing Native students in order to give them an equal opportunity of participating in the educational system. To this end, the report of the Native Education Project Team (Alberta Education) was reviewed by the Working Group. In February 1986, the Working Group presented the Minister with detailed comments on the proposed Native education policy. The proposed policy and the Working Group comments are contained in appendices II and III respectively.

1. Proposed Policy on Native Education

The Working Group supports and endorses the overall intent and direction of the proposed Native education policy. It was felt that this comprehensive policy is indeed quite beneficial to addressing the needs and concerns of educators, parents and students regarding the participation of Native students in the educational system. It was recognized that the expectations of the proposed policy are quite high. The Working Group recommends that:

a) The proposed policy statement on Native education in Alberta be implemented immediately;

b) The Native Education Project office be continued in order to provide an identifiable focus and responsibility for the implementation of the policy;

c) Alberta Education establish a Native Education Fund in order to successfully implement the Native Education Policy. Further, the fund should be separate and apart from other existing special purpose funds; and

d) The community consultation process used in the development of the proposed Native Education policy be considered as a model for other government departments in developing Native policy.

2. Consultation

To ensure that the Native Education Project initiatives receive support from all groups involved in Native education the Working Group recommends that:

e) A Ministerially-appointed Council of Native Peoples be established to guide the implementation and enhancement of the Native Education Policy;

f) Alberta Education work with a variety of Native groups including Native governments in implementing the Native Education Policy; and

g) Elected Native groups and individuals be encouraged to monitor the activities of their respective school systems with respect to the delivery of services for Native students.

3. Program Implementation

The Working Group believes that the successful implementation of the proposed policy requires specific attention in the attitudes of educators, parents and students and to the development of life-skills. Therefore, the Working Group recommends that:

h) Alberta Education take the initiative in establishing a coordinating mechanism to ensure that Native awareness instruction occurs in post-secondary institutions involved in the training of professional and para-professional educators;

i) Alberta's public schools broaden and improve the sensitivity and effectiveness of counselling services available to Native students;

j) Alberta Education develop methods of providing Native awareness to all persons involved in the delivery of educational programs in Alberta schools including students, parents, teachers, administrators, and board members; and

k) The Career and Lifeskills Management Programs being developed for use in junior high schools be implemented and further that the issues of family violence be included in the program.

IV. RECOMMENDATIONS ON TRAINING

The training issues discussed by the Working Group centered around the barriers facing Native people who have decided to undertake some type of training as a pre-requisite to further studies or to increase his/her marketability when seeking employment. A range of issues were identified including upgrading, eligibility requirements, transferability, credibility and accreditation of such training.

1. Program Implementation

The Working Group believes that a variety of training models are necessary to meet the unique needs of Native individuals and communities. Furthermore, the Working Group is of the view that governments need to address jurisdictional and other barriers which may impede access to conventional post-secondary institutions. Therefore, the Working Group recommends that:

a) The Department of Advanced Education should formulate and implement a provincial policy on Native-run post secondary institutions. e.g. Old Sun Community College;

b) Alberta's post-secondary institutions should develop entrance requirements that are flexible to allow for the special needs and circumstances of Native people without sacrificing standards and the quality of the program;

c) The Apprenticeship and Trades Certification Program should be encouraged to continue and expand its flexible approach to addressing the special needs of Native people including further development of the concept of accreditation on the basis of competency;

d) The federal and provincial governments should address and overcome jurisdictional issues which create barriers to training for status Indians, non-status Indians and Metis;

e) The Alberta Government continue to support successful community level training initiatives which act as a first step towards further training and employment, e.g. Opportunity Corps and Community Vocational Centers; and

f) Alberta post-secondary institutions should develop programs to improve management and entrepreneurial skills in Native communities.

2. Support Systems

The Working Group believes that training programs for Native people will only be successful if financial assistance, life and career skills and cultural sensitivity are part of the training provided. The Working Group recommends that:

g) A thorough review be undertaken of all support systems for Native people participating in post-secondary education and training. For example, the eligibility requirements for government training allowance programs have become increasingly restrictive and need to be reviewed;

h) Alberta's post-secondary institutions should take a leadership role in ensuring that counselling and information services are coordinated with other responsible institutions in their geographic area;

i) Alberta's post-secondary institutions and other training programs must increasingly deal with the education of the whole person by providing career management and personal growth training in addition to its professional and technical program;

j) Alberta's post-secondary institutions should identify and utilize Native resource people in their programs to enhance the self-image of Native students and the understanding of Native people among non-Natives. There are many talented local and provincial Native people who have much to offer but whose expertise are not at present being utilized; and

k) Alberta's post-secondary institutions should broaden and improve the sensitivity and effectiveness of counselling services available to Native people.

V. RECOMMENDATIONS ON EMPLOYMENT

After extensive discussion and review of materials the Working Group concluded that while things can be done to improve employment conditions and opportunities, that generally success in employment comes as a result of positive action in community planning, education and training. Job creation and training programs were examined and a key problem noted is the lack of co-ordination by sponsoring bodies of efforts within the communities. This problem is further compounded because a number of government departments do not have access to personnel in many communities to provide their programs and services. Other matters discussed included marketing of existing programs and services, the need for more Native input into community master planning and responsibility for implementation, and the concern that short term funding does not allow for much career planning.

1. Information and Communications

Through the Working Group review of issues, it became apparent that there is inadequate information and widespread inability to access information regarding employment programs. A very basic requirement of all governments is to ensure that employment programs and services are accessible and understood by Native communities. Native People should be able to apply under these programs so that they can fulfill personal initiative and address the needs of the community. Individuals and communities often lack the skills to effectively communicate their ideas to government and to influence external forces, particularly large businesses. This may only occur, however, if there is extensive consultation with communities. The Working Group recommends that:

a) All orders of governments and industry place a greater emphasis on marketing their programs and services to provide better information;

b) A variety of communication techniques (e.g. posters, brochures, appropriate language levels, use of interpreters, home visits) be utilized in a manner appropriate to the specific audiences; and

c) A mechanism be created to gather on-going community input in designing programs and services and assessing their effectiveness.

2. Program Implementation

In the Working Group's view short-term job creation programs and social assistance promote dependence on government and are stop-gap responses to long term employment requirements. The current unemployment problems among Natives came about as a result of many barriers which have been reinforced by time. A marked change in this situation will require programs which foster adjustments to a wage economy, including attitudes toward work, participation in the development of communities and pride in success.

This will occur through consistent and informed co-operation of all parties. When a community knows its own potential, it can use employment programs and services to meet the demand of local employers. The Working Group recommends that:

d) A review of the employment situation of each community should be undertaken by the community with the support of all orders of government;

e) Job creation and training efforts be linked to further develop the supply and demand needs of each community; and

f) Native communities be advised of the economic and business development programs that are available for management assistance and financing of businesses.

3. Co-ordination

There are many job creation and training efforts being undertaken by various government departments, and at all levels of government. The Working Group believes that there is a need to better co-ordinate initiatives and identify gaps or duplication in programs. There continues to be jurisdictional questions that must be resolved among governments and which require a formal mechanism for their resolution. The Working Group recommends that:

g) A mechanism be created for the information sharing, and co-ordination of programs and services involving Federal, Provincial and Native governments as well as other appropriate organizations;

h) Additional attention be given by all governments to further identifying the "barriers" to employment for Native people with particular reference to education, training and the current economic environment;

i) The continuum of community planning--education--training--employment always be considered in the development of programs and services addressing the needs of Native people; and

j) Particular focus should be on the development of the potential of Native youth.

VI. RECOMMENDATIONS ON COMMUNITY PLANNING

While reviewing issues related to Native education, training, and employment, the Working Group frequently found itself discussing a wide range of matters that can best be categorized as community planning. Effective long term community planning and development requires meaningful involvement of the Native people and communities themselves.

A discussion paper on Community Planning (see Appendix IV) prepared by P. Erasmus and T. Langford provides a description of an approach to community planning that has proven to be successful.

Based on a review of the paper, and the direct experiences of Committee members, it is recommended that:

a) The provincial government provide workshops or seminars to sensitize its employees or contractors on effective approaches to market programs and deliver services to Native communities;

b) Government departments which have extensive direct involvement with Native people and communities employ effective community liaison workers. (Some progress in this regard is already evident in several areas, i.e. Native Education Project.);

c) All government programs for Native communities involve long term incremental steps for growth and development, rather than being ad hoc and isolated from over all planning; and

d) The government take major initiatives, as guided by a select committee of Native statesmen, to break the dependency cycle on social assistance for many Native families and communities, and to restore pride and productivity among the people.

VII. SUMMARY OF RECOMMENDATIONS

1. EDUCATION

a) The proposed policy statement on Native education in Alberta be implemented immediately;

b) The Native Education Project office be continued in order to provide an identifiable focus and responsibility for the implementation of the policy;

c) Alberta Education establish a Native Education Fund in order to successfully implement the Native Education Policy. Further, the fund should be separate and apart from other existing special purpose funds;

d) The community consultation process used in the development of the proposed Native Education policy be considered as a model for other government departments in developing Native policy;

e) A Ministerially-appointed Council of Native Peoples be established to guide the implementation and enhancement of the Native Education Policy;

f) Alberta Education work with a variety of Native groups including Native governments in implementing the Native Education Policy;

g) Elected Native groups and individuals be encouraged to monitor the activities of their respective school systems with respect to the delivery of services for Native students;

h) Alberta Education take the initiative in establishing a coordinating mechanism to ensure that Native awareness instruction occurs in post-secondary institutions involved in the training of professional and para-professional educators;

i) Alberta's public schools broaden and improve the sensitivity and effectiveness of counselling services available to Native students;

j) Alberta Education develop methods of providing Native awareness to all persons involved in the delivery of educational programs in Alberta schools including students, parents, teachers, administrators, and board members; and

k) The Career and Lifeskills Management Programs being developed for use in junior high schools be implemented and further that the issues of family violence be included in the program.

2. TRAINING

a) The Department of Advanced Education should formulate and implement a provincial policy on Native-run post secondary institutions. e.g. Old Sun Community College;

b) Alberta's post-secondary institutions should develop entrance requirements that are flexible to allow for the special needs and circumstances of Native people without sacrificing standards and the quality of the program;

c) The Apprenticeship and Trades Certification Program should be encouraged to continue and expand its flexible approach to addressing the special needs of Native people including further development of the concept of accreditation on the basis of competency;

d) The federal and provincial governments should address and overcome jurisdictional issues which create barriers to training for status Indians, non-status Indians and Metis;

e) The Alberta Government continue to support successful community level training initiatives which act as a first step towards further training and employment, e.g. Opportunity Corps and Community Vocational Centers;

f) Alberta post-secondary institutions should develop programs to improve management and entrepreneurial skills in Native communities;

g) A thorough review be undertaken of all support systems for Native people participating in post-secondary education and training. For example, the eligibility requirements for government training allowance programs have become increasingly restrictive and need to be reviewed;

h) Alberta's post-secondary institutions should take a leadership role in ensuring that counselling and information services are coordinated with other responsible institutions in their geographic area;

i) Alberta's post-secondary institutions and other training programs must increasingly deal with the education of the whole person by providing career management and personal growth training in addition to its professional and technical program;

j) Alberta's post-secondary institutions should identify and utilize Native resource people in their programs to enhance the self-image of Native students and the understanding of Native people among non-Natives. There are many talented local and provincial Native people who have much to offer but whose expertise are not at present being utilized; and

k) Alberta's post-secondary institutions should broaden and improve the sensitivity and effectiveness of counselling services available to Native people.

3. EMPLOYMENT

a) All orders of governments and industry place a greater emphasis on marketing their programs and services to provide better information;

b) A variety of communication techniques (e.g. posters, brochures, appropriate language levels, use of interpreters, home visits) be utilized in a manner appropriate to the specific audiences;

c) A mechanism be created to gather on-going community input in designing programs and services and assessing their effectiveness;

d) A review of the employment situation of each community should be undertaken by the community with the support of all orders of government;

e) Job creation and training efforts be linked to further develop the supply and demand needs of each community;

f) Native communities be advised of the economic and business development programs that are available for management assistance and financing of businesses;

g) A mechanism be created for the information sharing, and co-ordination of programs and services involving Federal, Provincial and Native governments as well as other appropriate organizations;

h) Additional attention be given by all governments to further identifying the "barriers" to employment for Native people with particular reference to education, training and the current economic environment;

i) The continuum of community planning--education--training--employment always be considered in the development of programs and services addressing the needs of Native people; and

j) Particular focus should be on the development of the potential of Native youth.

4. COMMUNITY PLANNING

a) The provincial government provide workshops or seminars to sensitize its employees or contractors on effective approaches to market programs and deliver services to Native communities;

b) Government departments which have extensive direct involvement with Native people and communities employ effective community liaison workers. (Some progress in this regard is already evident in several areas, i.e. Native Education Project.);

c) All government programs for Native communities involve long term incremental steps for growth and development, rather than being ad hoc and isolated from over all planning; and

d) The government take major initiatives, as guided by a select committee of Native statesmen, to break the dependency cycle on social assistance for many Native families and communities, and to restore pride and productivity among the people.

Ministerial Order

MINISTERIAL ORDER NO /85

Whereas, pursuant to section 5(1) of the Department of Manpower Act, the Minister may establish committees to act in an advisory capacity;

1. I, Ernie Isley Minister of Manpower, do hereby establish the Working Group on Native Education, Employment and Training.

2. It shall be the function of the Working Group to act in an advisory capacity to the Minister of Manpower and the Minister responsible for Native Affairs in developing and implementing policy and program alternatives in manpower development for Native people and without limiting the generality of the foregoing to:

   a) Review and recommend measures in order that Native people can have better access to educational and training opportunities and to job creation programs.
   b) Investigate and recommend initiatives to maintain sustained employment opportunities in communities in which the residents are primarily of Native origin.
   c) Review the issues and concerns of Education, Employment and Training identified at the ten Metis Regional Seminars held last year.
   d) Identify and document the current employment situation of Native people in Alberta and employment opportunities which may arise.
   e) Advise the Ministers, upon request, on matters related to Native Education, Employment and Training.

3. AND I HEREBY APPOINT the following persons as members of the Working Group:

Peter Erasmus - McRae, Alberta
Larry Crane - Calgary, Alberta
Marvin Yellow Horn - Brocket, Alberta
Grace Buffalo - Hobbema, Alberta
Vivian Ayoungman - Gleichen, Alberta
Lloyd Gwinn - Morinville, Alberta
Theresa Wildcat - Hobbema, Alberta
Mattie McNeil - Edmonton, Alberta
Dave Chabillion - Edmonton, Alberta
Ted Langford - Lac La Biche, Alberta
Ralph Sabey - Edmonton, Alberta
Jeff Miller - Edmonton, Alberta

4. The Chairman of the Working Group shall be Jeff Miller.

5. Administrative, secretarial and office support services necessary to the operation of the Working Group shall be provided by the Native Affairs Secretariat.

6. The members of the Working Group shall be paid remuneration in accordance with Schedule 1, Part A, of the Committee Remuneration Order, being Order-in-Council numbered O.C. 1175/80, or any order made in substitution thereof.

7. The members of the Working Group are appointed until December 31, 1986.

Dated at the City of Edmonton, in the Province of Alberta, this 18 day of June, 1985.

Ernie Isley
Ernie Isley
Minister of Manpower

Alberta NEWS RELEASE

GOVERNMENT OF ALBERTA

NR # 85 - 04

July 4, 1985
Edmonton, Alberta

Alberta Manpower Minister Ernie Isley and Alberta Minister Responsible for Native Affairs, Milt Pahl, today announced the members of a working group on Native education, employment and training.

Eight people from the public and four provincial government officials will review recommendations on education, employment and training, as voiced by Native people in Alberta during the past year. The working group will recommend actions that the provincial government can take immediately to improve access for Native people to education, employment and training opportunities.

" A special emphasis will be on enhancing the number of Native people in managerial and skilled positions" said Mr. Pahl. "It is important that Alberta Native people have an opportunity to gain the skills and training that will equip them to contribute to and share in the province's improving economy," added the Minister.

"As a group, Alberta Native people have lower levels of educational attainment and higher levels of unemployment than the overall provincial population. This action oriented working group will search for and recommend ways to quickly begin to change this situation," said Mr. Isley.

"The Manpower working group is part of a comprehensive effort by the provincial government to meet the expressed needs of Native people. It is the second of five special working groups designed to address issues of concern to the Native community," said Mr. Pahl.

Members of the public on the working group are: Peter Erasmus, former member of the Northern Alberta Development Council; Larry Crane, Nova Native Employment Counsellor; Marvin Yellow Horn, Programs and Facilities Manager, Peigan Band; Grace Buffalo, Principal, Ermineskin Primary School; Vivian Ayoungman, Academic Dean, Old Sun College; Lloyd Gwin, Native Counselling Services; Theresa Wildcat, Muskwachees Cultural College and Mattie McNeil, graduate student, Education, University of Alberta.

Government representatives include: Dave Chabillon, Alberta Manpower; Ted Langford, Alberta Advanced Education; Jeff Miller, Alberta Native Affairs Secretariat; and Dr. Ralph Sabey, Alberta Education.

Administrative and support services required by the group will be provided by Alberta Native Affairs.

The mandate of the Manpower working group ends December 31, 1986.

- 30 -

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Appendix I

A PROPOSED POLICY STATEMENT

ON

NATIVE EDUCATION

IN

ALBERTA

FOREWORD

Over 23,000 Native students attend provincial schools. They represent Metis, Non-Status, and Treaty Indians with distinct histories, cultures, and life-styles which contribute to the educational challenge. These young Albertans are proud of their Native heritage, are self-confident and motivated. They want to learn in order to assume responsibility and make positive contributions to society. They need an education that builds on their particular strengths and educational achievements. These young Albertans want an education that prepares them to meet the challenges of the future.

> In November 1984, the Honourable David King, Minister of Education, established the Native Education Project Team to develop a Native Education Policy as a foundation for improving the delivery of quality education to Native students and their communities. The Project Team was also established to co-ordinate the development of educational materials and resources suitable for use by both Native and non-Native students.

Dr. Ralph Sabey is Director of the Project. Other members are Pearl Calahasen, Merv Kowalchuk, and Bernie Makokis. In March 1985, Marjorie Dressyman from the Federal Department of Indian Affairs joined the Project Team for four months.

The Native Education Project Team met with Native people throughout the province. The Team listened to the people's concerns and views on the current education of their children. These views are reported in Native Education in Alberta: Alberta Native People's Views on Native Education, 1985 (Section Two of this document).

The discussions with Native people, the information gathered from 180 different meetings, and the letters, and papers submitted have formed the basis for Alberta Education's Native Education Policy Statement.

The Native Education Policy Statement complements other current actions taken by the Government of Alberta, such as the Secondary Education Review, to provide each student enrolled in a provincial school with a high standard of education that addresses his or her individual needs and abilities. The Policy Statement complements initiatives taken to foster tolerance and understanding between peoples and pride in our multi-cultural society.

The Native Education Policy Statement presents the provincial government's response to the concerns of Native people. The document outlines the actions Alberta Education has taken and will take to address the needs of Native students and their communities. These actions provide:

ways in which the educational needs and personal aspirations of Native students can be met;

opportunities for Native people to help shape the education of their children, and help young people reach their potential;

opportunities for all students in schools throughout Alberta to develop an awareness and appreciation of various Native cultures, and their many contributions to society.

This policy applies only to Provincial schools and not to Band operated or Federally administered schools located on Indian reserves.

The Policy statement will be discussed with Native people. The results of these discussions will assist in the development and delivery of Native Education in Alberta.

WHAT IS THE PURPOSE OF NATIVE EDUCATION?

The aim of Native Education is to develop the knowledge, the skills, and the positive attitudes of Native students so that they will be self-confident, capable, and committed to setting goals, to making informed choices, and acting in ways that will improve their own lives, and the life of both Native and non-Native communities throughout Alberta.

- Alberta Education recognizes that Native Education must be attuned to the diverse needs, cultures, and life-styles of Native students so that they can build on their self-esteem, and gain a better understanding of themselves through the study of their own heritage and cultures.

- Alberta Education recognizes that Native histories, cultures, and life-styles must be included in the studies taken by all Alberta students, so that every student can benefit from the values and life-styles of Native cultures.

- Alberta Education recognizes that conditions on the delivery of Native Education must be flexible enough to meet the different needs of school communities throughout the province.

- Alberta Education recognizes that Native people must be involved in school activities. They must have opportunities to help guide and influence the education of their children.

- Alberta Education recognizes the importance of partnerships, and strong working relationships among schools, Native people, and the Alberta Government. Through partnerships, the quality of education provided to Native students in Alberta schools can be enhanced.

Alberta Education, in partnership with Native communities, and school boards, is committed to addressing and taking action on the issues voiced by Native people and educators. The Government of Alberta proposes the following policy for guiding Native Education in Alberta.

POLICY

Alberta Education supports the development and delivery of programs and services which will:

provide enhanced and equal opportunities for Native students to acquire the quality of education traditional in Alberta;

challenge Native students to learn and perform to the best of their ability;

provide opportunities for Native students to study and experience their own and other Native cultures and lifestyles;

provide opportunities for Native people to help guide and shape the education of their children;

provide opportunities for every student in Alberta's schools to recognize and appreciate our various Native cultures, and their many contributions to our province and society.

WHAT WILL BE TAUGHT IN SCHOOLS?

Schools offering educational opportunities to Native students must strive to meet and enrich the student's abilities, interests, and talents. Schools must stress what is vital and important in Native life-styles to enhance the self-esteem and motivation of Native students.

It is essential that subjects taught to every Alberta student include aspects of Native heritage, views, and values so that Native and non-Native students can reach a better understanding of each other. Alberta students will better appreciate the diversity and strength of our multi-cultural society.

Alberta Education has already taken action to improve studies for Native students. In 1984, the Native Education Project Team, Native organizations, and Alberta school boards began to review, develop, and make available through Alberta Education classroom materials used by students and teachers. These materials accurately and vibrantly tell about the various Native cultures and their many contributions to society.

Alberta Education is committed to guiding schools toward meeting the particular and diverse needs of our Native students, and will:

- Continue to work with Native people and school boards to develop classroom materials that will complement subjects taken by all students, and will encourage schools to use them as basic and recommended learning resources.

- Include and highlight aspects of Native heritage, cultures, and life-styles in the studies that are to be taken by every student in Alberta.

- Ensure that the programs offered and that the materials developed for students are consistent with all new directions taken by Alberta Education, such as the Secondary Education Review.

- Support the development and delivery of extended Native studies for students who wish to explore and experience Native traditions and life-styles.

- Assist school boards and Native people to develop programs for the teaching of Native Languages.

- Encourage school boards to assist those students who need special or additional instruction in English as a Second Language.

- Assist school boards and Native people to develop and deliver enrichment programs for exceptional children including the gifted and the talented.

- Provide support for the development and delivery of programs and services that will address the needs of students in our isolated communities.

HOW CAN NATIVE EDUCATION BEST BE DELIVERED TO NATIVE STUDENTS?

The delivery of Native Education must consider the cultures, life-styles, and special abilities of Native students and the particular communities in which they live.

Educators are models and mentors for all students. Educators should be aware of and understand just how their students live and think so that they can better assist them to reach their potential. The participation of Native home-school-community liaison workers, Native school counsellors, Native teachers and teacher aides, and Native elders is an essential part of improving the learning opportunities for Native students.

Enrichment programs and technology must be used to the best advantage so that Native students living in isolated Alberta communities receive the same quality of educational opportunities offered to students in other parts of the province. School boards must be responsive to the needs of their local communities. School boards must settle matters in a way that is appropriate for local needs and for the educational benefit of their students.

Alberta Education is committed to guiding the delivery of education towards meeting the educational needs of Native students, and will:

- Establish a Native Education Project Fund by September 1, 1986. Alberta Education will provide funds to school boards for the development and delivery of programs and services that will address the needs of Native students and their communities throughout the province. Information on the Native Education Project Fund will be sent to school boards early in 1986.

- Provide help in the pre-service and inservice of Alberta's teachers and administrators to strengthen their awareness of Native cultures and life-styles so that they can better assist Native students.

- Recognize that Native people viewed by their community as fluent in a Native language are qualified to offer oral instruction in Native languages under the general supervision of a certified teacher.

- Encourage school boards to employ and involve Native administrators, teachers, teacher aides, and other Native people in the education of Native students.

- Provide assistance to school boards for assessing and interpreting accurately the standardized tests written by Native students.

- Support the extension of programs (for example, high school studies) and services in isolated communities through the use of technology and through innovative programs which enhance students' skills and abilities.

- Encourage school boards to meet the unique needs of each school community according to the current provisions of the School Act.

- Where resources exist, provide services for evaluating schools, educational programs, and teachers for permanent certification, to Band-operated schools when they request such services through a Band Council resolution.

- Provide learning resources grants to Band-operated and Federal Government administered Indian schools for purchasing basic and recommended learning resources.

- Encourage school boards to provide services that enhance opportunities for schools and Native communities to work together, such as hot lunch programs where appropriate.

BUILDING PARTNERSHIPS

Excellence in Native Education can be achieved through the sharing of educational responsibilities, through strong community partnerships that involve Native people, school boards, and the Alberta Government.

Native parents and community members must accept responsibility for representing the educational interests of their young people. Schools offering education to Native students must accept responsibility for providing educational opportunities that will meet their individual needs, and for providing them with particular experiences that will foster a desire for learning.

Alberta Education accepts responsibility for providing leadership, and for helping Native people and schools throughout the province to prepare Native students to succeed in meeting the challenges of the future.

Alberta Education is committed to fostering meaningful partnerships, and will:

- Encourage and support opportunities for Native people to participate in decision-making that will affect the education of Native students.
- Consult with Native people to ensure that their views are considered at all levels of decision-making on the education of their children.
- Encourage and assist the development of local school advisory councils.
- Encourage school boards to negotiate the terms of tuition agreements with Indian Band Councils.
- Address the issue of the rights of Indian Band members to sit on school boards.
- Where a tuition agreement exists, provide School Foundation Program Grants to school boards on behalf of all Native students, including non-Treaty students attending schools administered by the Department of Indian and Northern Affairs or Indian Bands. These funds will not be available on behalf of Treaty Indians residing on reserves.

- Work with school boards, Community and Alberta Vocational Centers, colleges, and universities to see that Native students who leave school early, or who continue after high school receive the best possible opportunities to continue their education.

- Encourage Community and Alberta Vocational Centers, colleges, universities, and Alberta Advanced Education to provide training for Native para-professionals (teacher aides), and to provide training through outreach studies and services for Native professionals who would not otherwise be able to develop their skills.

- Through the Native Education Project Team, continue to guide Native Education in the province, continue to consult with Native people, and continue to act on the concerns expressed by Native people on the education of their children until January 1988. At that time, Alberta Education will ensure that there are Departmental policies and procedures for guiding the development and delivery of Native Education in Alberta.

CONCLUSION

The future of young people and the future of this province are inseparable. Together with Native people, Alberta Education has made a commitment to Native students to provide them with enhanced opportunities to learn, to grow, to succeed, to become confident and responsible Albertans proud of their Native heritage.

Alberta Education will continue to help Native people and school boards throughout the province to address the challenges involved in preparing young Albertans for the future.

Appendix II

WORKING GROUP ON NATIVE EDUCATION TRAINING AND EMPLOYMENT

COMMENTS AND RECOMMENDATIONS ON "NATIVE EDUCATION IN ALBERTA'S SCHOOLS"

A. GENERAL COMMENTS

1. Proposed Policy Direction

The Working Group supports and endorses the overall direction of the proposed policy. In particular, it supports the notion that new initiatives must be undertaken by government in partnership with Native parents and communities, as well as, local school jurisdictions.

2. Application of the Policy

The Working Group recognizes that the policy applies only to schools under Alberta's jurisdiction and cannot extend to federally or band-run schools. The Working Group supports the intent of the policy to ensure that the rights of Treaty Indians are protected and that the basic federal responsibility for Indian education is maintained.

3. Stewardship

The Working Group feels strongly that the successful implementation of this policy requires an identifiable focus of responsibility for the policy and endorses the continuation of the Native Education Project office, as well as the establishment of a Native Education Council. The Native Education Council, established by the Minister of Education, would guide and recommend the enhancement of this policy.

The Working Group recommends that the high priority which has been given to Native education be reflected in that the Native Education Council would report directly to the Minister of Education and the Native Education Project Team would be the administrative arm of the Council.

4. Related Activities

The Working Group recommends that the Native Education Council ensure that the opportunities for Native parents and Native educators be provided to participate in education policy-making beyond the implementation of this policy. For example, the Working Group feels that Native people must be involved in the development of new secondary school programs under the Secondary School Policy.

B. SPECIFIC RECOMMENDATIONS

1. Orientation to the Policy

The Working Group recommends that local school jurisdictions ensure that professional staff and administrative staff are fully informed about all aspects of the Native Education Policy.

2. Cross-Cultural Training

The Working Group endorses the proposal that professional staff receive pre-service and in-service training in cross-cultural awareness. Further, the Working Group recommends that cross-cultural training be made available to other school officials including Trustees. In the Working Group's view, it is important that the needs of Native students and parents be taken into account in the making of policy, as well as, in the classroom.

3. School, Family, Community Relations

Schools must provide families and communities with the opportunity to understand and support with their education. Likewise, families and communities must understand and support schools in their delivery of education. A home-school coordinator position would assist in addressing this issue.

4. Curriculum

The Working Group would encourage the use of traditional knowledge and local expertise in curriculum development, as well as modern scientific approaches. It is recommended that the policy encourage curriculum initiatives in addition to social science and Native language programs in other core

subjects, such as the sciences, which are practically-based and making use of experiences which are familiar to Native students.

5. Post-Secondary Training for Teachers and Other Professionals

The Working Group recommends that Native Studies programs be instituted within the faculties of Education at Alberta's universities and that core courses in Native studies be a requirement of employment in Alberta schools with a significant Native population.

Secondly, the Working Group recommends that Native studies programs be developed at the provincially administered institutions and colleges where para-professional training is provided.

The Working Group believes that educators must be highly sensitive to the high drop-out rate amongst Native students.

6. Native Employment

The Working Group recognizes that implementation of the policy could create considerable employment opportunities for Native people in the education field. It is recommended that a specific recruitment and training plan for Native

people be developed in co-operation with local school boards, post-secondary institutions, Native people and government departments in the areas of management and administration, and as well, professional and para-professional occupations. The Working Group views the Memorandum of Understanding on Native Development and the subsidiary agreement on Northern Development as two vehicles under which such a program could be co-ordinated.

7. Life Skills and Career Alternatives

The Working Group recommends that career and life management programs be emphasized at the junior high and high school levels for Native students, particularily in remote schools in order to expose students to career options. It is recommended that these programs take into account Native culture.

8. Evaluation

The Working Group recommends that the implementation of the Native Education Policy be evaluated on an annual basis.

Appendix III

COMMUNITY PLANNING

AN APPROACH TO DEVELOPMENT

IN

NATIVE COMMUNITIES

PREPARED BY

PETER ERASMUS
TED LANGFORD

JUNE 1986

COMMUNITY PLANNING

Community planning involves first and foremost, people development. Economic resource and social developments can and will evolve, when local community people recognize and become responsible for their own potential.

A. Community Characteristics

Alberta's native communities vary in many ways:

1. Some are highly organized and well structured. Others lack structure and leadership.
2. The quality of a community's leadership will effect its development more than its size.
3. Most have a legal land base. Some are unorganized hamlet-like settlements.
4. Accessibility to larger urban centre services varies. While most native communities are within one day's drive to an Alberta city, several communities remain semi-isolated, or severely cut-off from the outside world.
5. Many communities have a strong sense of cultural identity resulting in pride and confidence; others have lost touch with their roots and often reflect resentment or indifference.
6. In some communities, the life style of hunting and trapping continues to meet traditional and economic needs, but in others this way of life is changing and in some is fading or non-existant.
7. Resource development (i.e. agriculture, timber, tourism, and petroleum resources) has been handled wisely in some communities, but less so in others. Management of these resources and opportunities may involve outside consultants and/or local people.
8. Many experience high levels of unemployment resulting in dependence on some form of social assistance. In some instances this can frequently lead to alcohol and drug abuse, and family violence.
9. Young people in many communities see no opportunities for future personal development or employment.

Every community could effectively measure or guage its own stage or level of development using these characteristics. While these are some general descriptive categories that can be used to assess a community, other specific characteristics could certainly be added to this list.

It is also worth noting, that individuals who work directly with people on a "front line" service basis should also be able to recognize and assess the characteristics of the community.

Many of the limitations and problems reflected in the characteristics noted previously are certainly not new, and have been expressed before in numerous reports and studies. Nevertheless, the importance of recognizing these problems cannot be over-emphasized from a community development and planning perspective.

B. Process for Planning

To assist Alberta's many native communities in developing and improvng the quality of life for the community and its citizens, the writers' provide the following observations and suggestions.

1. Workers Needed - Effective community planning/liaison people are badly needed to work with Alberta's native communities. These planning/liaison workers must be perceptive, caring, and understanding individuals, who can be objective, realistic and confident in working with community people. Emphasis is to be placed on inter-personal skills, rather than academic qualifications.
2. Getting Started - To effectively implement community planning initiatives, here are some guidelines to be carefully considered to help ensure that the approach and process will be successful.
   - Etiquette and protocol require that community leaders and/or officials understand the initiative; their blanket endorsement to work within the community is essential.

- Communities can be visited by having workers approaching the people in pairs or individually, depending on the skills of the workers and the nature of the community (i.e size, language).
- The community should be approached with an open mind to accept the people as they are. Workers are to complement the growth of the community.
- Contact should be made with a good cross-section of community people; leaders, youth, elders, hired employees, parents, etc. Initial visits should be low key; casual dress, avoid brief cases, note books, and tape recorders.
- The first approach is so important in setting a tone to lead to meaningful communication; take time to gain the people's trust, they must be comfortable with the worker, do not speak "over their heads", know when to talk and when to listen, get people to verbalize their concerns in their language, when hospitality is offered, it is important to accept.
- To get this kind of information, it may take several visits. People and their willingness to share, vary.

3. Making it Work - Once the process is underway, information sharing will lead to the identification of community issues, concerns, opportunities, strengths, etc. The community planning/liaison worker's role becomes much more difficult as he facilitates the sorting, priorizing and the decision making needed to handle the accumulation of information.

Some of the steps and procedures to be followed are noted here.

- The worker expands the information sharing by increasing the number of people he talks to beyond the initial contacts. The contact people themselves will also talk to others.

- As the issues and opportunities become evident, the information at hand can be evaluated and assessed so that the community can honestly measure itself and its potential. (See section A.)
- Many communities would likely feel it would then be important to conduct their own inventory of their human and natural resources.
- The community should next be developing and considering realistic alternatives for decision making. This is the key component to community development and planning.
- The community planning worker has a most important role to play at the alternative/decision making stage. He can be effective by:
  (a) being a facilitator; acting as a catalyst when necessary and "backing off" when not needed. However, he must maintain a position of neutrality.
  (b) not creating expectations, making promises, and having "all the answers".
  (c) helping identify short term goals; as a basis for long term planning.
  (d) appropriately using role models from both outside and within the community.
  (e) recognizing when to withdraw from the community, but still be "on call" if required.

4. Judging Sucess - Measuring the success of people/community development is difficult. It is important from the outset, that government, industry, and agencies recognize that no two communities are the same. Success will really be determined by seeing the people:
   - Gain increased awareness and understanding of their own problems and potential.

- Consider and develop alternatives for individual and community life.
- Become increasingly responsible for their own decision making.
- Acquire a greater level of confidence in managing their affairs.
- Learn from their experiences (including their mistakes).
- Extend the involvement to increasing numbers of community residents.

It is important to recognize that even the smallest of steps can lead to progress, and are a measure of success.

5. Committees Useful - An advisory or steering committee of knowledgeable and experienced people, who understand community involvement can be useful to monitor and advise upon the progress of a special project activity. They should be non-political, and yet representative of distinct geographic and jurisdictional interests.

C. Conclusion

This paper has presented some ideas and approaches to community growth that work. They have evolved from real community based experiences, and could be applied to many actitivies of government, industry and various organizations.

Appendix IV

PRIVATE SECTOR VIEWS CONCERNING
NATIVE TRAINING AND EMPLOYMENT PROGRAMS

An Overview of Comments by Selected
Resource Company and Related Officials

Prepared by Manning Consultants Ltd.
for the Alberta Native Affairs Secretariat

November 25, 1985

INTRODUCTION/OVERVIEW

To assist the Working Group on Native Education, Training and Employment, the committee's chairman asked Manning Consultants (MCL) to informally canvass selected resource company officials as to their views concerning current native training and employment efforts.

MCL coordinates an industry discussion group - the Economic Development Discussion Group (EDDG) - which meets quarterly to discuss native economic development issues. From November 12 to November 15, MCL conducted telephone interviews with seven individuals whose companies are associated with the EDDG. The interviewees have had hands-on experience with native employees in training and employment situations, or have been involved with native coprorate policy development, or have had occasion to deal with federal and provincial officials involved with native manpower development. It should be noted that those interviewed were drawn largely from the heavy oil patch and represent one segment - albeit an important one - of private sector employers.

The interviews, each lasting approximately one hour (see Appendix A for the "discussion outline" followed), attempted to review three subjects:

1) The nature of individual/corporate experience with native employees, training institutions and government (federal and provincial) civil servants.

2) An assessment of private and public sector (federal and provincial) training programs aimed at native individuals including views concerning employment/training recruitment efforts, available support services and related issues.

3) Alternative approaches which might improve current government and industry native training efforts.

A number of important themes emerged from the interviews:

1) Education levels among native trainee candidates remain low and require long-term attention beyond the provision of relatively short academic upgrading courses. Some felt academic upgrading courses should be much longer in duration. A number commented that the quality of education for native people is particularly deficient in providing needed background in science-related courses at the primary and secondary school level.

2) Current approaches to academic upgrading and pre-employment training aimed at native individuals are not imparting skills which suitably prepare trainees for jobs in the market place. Such programs are seen by employers as an extension of the social welfare system geared to provide a temporary minimum income. Interviewees emphasized that all training programs

should, to the extent possible, be designed to prepare individuals for specific employment positions.

3) Several interviewees noted that native training programs should:

- Be consistent with anticipated manpower demand.
- Be designed in consultation with the private sector.
- Emphasize approaches which focus on training on the job, suitably alternating with relatively short periods of classroom instruction.
- Ensure adequate support systems are in place (eg., adequate training allowances, counselling, lifeskills training, etc.).

4) Several interviewees noted that it is extremely difficult to persuade federal and provincial officials to alter existing training approaches and consider innovative training systems. Most interviewees felt the governmental bureaucracy was usually sympathetic to concerns voiced by resource companies but slow to introduce necessary modifications.

5) There is a significant need to "sell" native employment as an economic policy objective. Cabinet Ministers, for example, would assist native employment efforts, it was noted, if they made a point of highlighting its importance in their discussions with private industry leaders. Government officials responsible for recruitment and placement activities, it was noted, should improve their efforts to "market" the availability of native manpower.

The survey, it should be underlined, was done in an informal fashion and is by no means a comprehensive review of the resource sector's views concerning native training and employment.

Comments made by those interviewed can be portioned into five broad categories:

1) Perceived barriers to successful native employment and training efforts.

2) The adequacy of native training efforts.

3) Manpower planning considerations.

4) Comments concerning the adequacy of employment/training related information and recruitment/placement efforts.

5) Relations with government (federal and provincial).

The comments made by interviewees are presented in point form in the hope they will spark further questions by committee members as they prepare to meet with representatives of private sector corporations.

1. BARRIERS TO NATIVE EMPLOYMENT AND TRAINING

Overview

Those interviewed were given the opportunity to identify barriers to successful native employment. In general, comments were directed to:

a) factors related to "personal development";
b) community related factors;
c) on-site adjustments to the work or training environment;
d) considerations related to the social welfare and education systems.

General Comments

- The lack of personal confidence on the part of native trainees/employees serves to defeat individual efforts to complete training courses or succeed on the job

- A combination of peer pressure and a lack of community support often frustrate native employee ambitions.

- Native workers sense they are being left behind as others secure employment, yet they do not realize the amount of personal effort required to successfully complete training and apprenticeship programs.

- Most role models in native communities tend to be involved in political activities rather than economic development related activities.

- Unfamiliarity with the work/training environment often intimidates native individuals.

- Shift work requires difficult adjustments; some native workers are unwilling to travel to a job site and as such miss opportunities such as those related to rig work.

- Participation in academic upgrading, pre-employment and some "make work" programs is often not motivated by a desire to secure long term employment but to meet a short term need to put bread on the table.

- The welfare system serves to discourage personal initiative and promotes dependence on government support systems.

- Native individuals/communities are not identifying and articulating their concerns to the government in an effective fashion.

- Natives are excluded from future opportunities as the quality of science-related instruction in primary and secondary school is inadequate.

- Many potential native trainees lack Grade 11 or 12 required by many resource companies as a prerequisite for operations-related positions.

  (Education related issues are also listed under the following section.)

Suggestions

During the various interviews, a few suggestions emerged related to general barriers to native training and employment. In particular, it was noted that additional emphasis is required to provide additional lifeskills training courses to address the issue of native self confidence in the work place.

2. THE ADEQUACY OF NATIVE TRAINING EFFORTS

Overview

Comments classified under this category dealt primarily with two issues:

a) Concerns related to academic upgrading and pre-employment training courses.
b) Comments touching on the need to match training approaches and support systems to the needs of native trainees.

Many comments dealt with the inadequacy of academic upgrading and pre-employment courses. While interviewees noted that completion of these courses was indicative of an individual desire to upgrade skills, many felt industry could only use graduates after significant industry efforts to bring a candidate's skill level up to industry requirements. General satisfaction was expressed concerning the apprenticeship system but noted that it was rare to identify a native individual who had overcome the above noted deficiencies in the primary/secondary school system, completed skills upgrading courses, and successfully adjusted to the training institution/job-site regimen.

General Comments

- Academic upgrading and pre-employment courses do not deliver a suitably skilled trainee/worker.

- There are few job opportunities for graduates of the above noted courses.

- The time lag between upgrading courses and employment placement discourages potential workers and often results in a deterioration of skill levels.

- Academic upgrading is viewed in some northern communities as best suited for "wimps and women".

- Native trainees do not function well in training situations which require long periods of classroom instruction.

- Relocating individuals to training institutions or on-site job training programs has met with mixed success. Some interviewees pointed to success stories while noting the difficult transition facing a native trainee. In general, interviewees felt training should take place close to home.

- The course load in training institutions (particularly the number of courses often required to take) can be too heavy and should be staggered to accommodate often conflicting personal/family obligations.

- Support systems in the community and various training institutions are not sufficient.

- Training allowances are insufficient. Regulations should be altered to allow employers to "top off" training allowances.

- On occasion, companies and communities are competing for the same training monies.

Suggestions

- The native training/recruitment/community development system is too fragmented among government agencies. A one-window co-ordinated approach should be considered.

- Native training programs, at all levels, should be designed in consultation with industry.

- Innovative native training cost-sharing approaches should be explored with industry.

- The training approach should emphasize on-the-job training combined in a flexible fashion with limited classroom instruction. It was felt that native trainees learn best by "watching and doing".

- The availability of native instructors would assist necessary adjustments to the training environment.

- Academic upgrading courses cannot achieve their objectives in the current time frame offered by training institutions. A period of 1 to 3 years is often required to suitably upgrade a candidate in regard to academic skill levels.

- Ad hoc funding for training programs requiring annual budget re-submissions should be avoided, thus allowing greater planning flexibility and effectiveness.

- There is a need for short courses on such subjects as accounting and secretarial skills to be conducted in various northern communities.

- Additional counsellors should be available in the community to work with families.

- A community education program is required to detail the lifestyle adjustments related to training and employment opportunities.

3. MANPOWER PLANNING CONSIDERATIONS

This section is introduced simply to underline the point made by interviewees that the sponsorship of training programs should be driven by market demand, i.e., it was felt that training activities should be directly linked to an anticipated job opportunity. Many commented that training programs were often regarded in the community as a short term source of income as the programs were often unrelated to a specific employment position.

In a related note concerning manpower, planning and the allocation of training funds, one interviewee noted that current training programs are generally oriented to construction trades rather than skills relevant to the heavy oil patch (e.g., power engineering, heavy duty mechanics).

Interview responses stressed that industry, manpower forecasters, and policy program officials need to co-ordinate their activities.

Suggestions

- In a recession, the training focus should be on improving the academic skills of native individuals, i.e., the training focus should be on bringing individuals up to the Grade 11 and 12 level.

4. THE ADEQUACY OF EMPLOYMENT RELATED INFORMATION AND RECRUITMENT /PLACEMENT EFFORTS

General Comments

- There is not enough information in native communities regarding available employment opportunities. Unless a particular individual - either with a government agency, the community, or a resource company - decides to take the appropriate initiative, job-related information does not flow to the community.

- A great deal of hiring takes place through an informal network (e.g., friends, acquaintances, word-of-mouth) which often does not include native individuals.

- Canada Manpower's recruitment/placement resources are well meaning but too thinly spread. There is, on the whole, little contact between the community and Canada Manpower. Little time is spent assessing the career aspirations and related needs of native clients. Canada Manpower doesn't "sell" native availability to potential employers and tends to see their role in a passive light. Most companies, in turn, rely on their own recruitment and assessment network although Canada Manpower recruitment services are still used in many circumstances.

- Canada Manpower is broken into too many adminstrative regions requiring companies to seek too many individual regional approvals for training programs related to projects which cross several adminstrative boundaries.

- Smaller companies are scared of native communities: some are unfamiliar with how to proceed in native communities while others are "red-necked".

Suggestions

- An information campaign detailing various industry role and functions would assist communities to better understand the nature of corporate organizations and activities.

- A computerized inventory of native manpower supply should be developed to provide employers with relatively easy access to necessary information.

- Information related to potential employment opportunities should focus on younger children through such efforts as "career days" to encourage early native career planning.

5. RELATIONS WITH GOVERNMENT (FEDERAL AND PROVINCIAL)

General Comments

- A corporate interviewee noted that on a number of occasions negative attitudes of key provincial government officials toward native people stalled efforts to initiate training efforts.

- Provincial and federal government policy officials indicate they are interested in innovative training approaches and making native training more market oriented but little is done. Several interviewees noted the bureaucracy is beset by rules and administrative hindrances. Further, government officials don't always appreciate where the training should be focused (i.e., sectors, regions, and opportunities).

- Industry is often leery of "hammering on government doors" to secure changes in training programs unless the project in question justifies the effort.

Appendix A

Interview Outline

Private Sector Views Concerning Native Training and Employment Programs

Telephone Interviews of Selected Corporate Personnel

Introductory Comments

a) Purpose of the interview: to solicit frank views of the private sector regarding an assessment of current federal/provincial training programs for native people and to identify improvements to the current system.

b) Outline of the committee's function: in part, to make recommendations to the Alberta Minister of Manpower and Alberta Native Affairs concerning training issues.

c) Output of the interviews: a brief discussion paper will be prepared outlining the results of the interviews to provide committee members with some background information for their upcoming meetings with private sector representatives. Comments will not be directly attributed to companies or individuals although there will be a list of interviewees/companies - if this is acceptable.

Discussion Guidelines

1) Experience with native workers:

- Current projects involving native people
  : Number involved in training/employment
  : Communities of origin of native workers
  : Types of positions filled by native workers
- Nature of individual/corporate relationship with native individuals/communities
  : Extent of personal exposure to native communities/degree of personal exposure to native workers in an employment or training setting
  : Existing native corporate policy and its evolution
  : Related corporate organization
- General impression of experience with native workers

2) Exposure to federal/provincial employment and training programs.

- State of knowledge concerning available training programs and facilities.
- Nature of direct/indirect experience with Alberta/Canada native training programs; extent of relations with the government/institution training bureaucracy (Canada Manpower, Alberta Career Centres, AVC, Native Outreach)
- Perception of the respective roles of Alberta/Canada in the training process

3) Assessment of training programs

- Identification of barriers to native employment
- Quality of the worker who has been subject to: academic upgrading, vocational upgrading/pre-employment programs, on-the-job training, apprenticeship programs
  : Adequacy of training focus (are useful skills being taught?)
  : Adequacy of the institutional training environment
  : Adequacy of the on-the-job training environment
  : Adequacy of support and counselling services provided by government/industry
- Views concerning the job recruitment/placement process conducted by Alberta/Canada/native organizations.
- Comments on the degree of industry/government/institution/native community co-ordination re:
  : Native manpower needs planning
  : Communication of employment/training information
  : Job counselling, placement and support services
  : Community relations

4) Improvements to the present system

- What should be the role of the various parties involved in the training process: who should be doing the bulk of the training; how could responsibilities be better co-ordinated.
- Where should training efforts be focused
  : Which individuals
  : Which sectors
- How should programs be altered
  : Comments on content of pre-employment, academic upgrading, etc.
  : Approaches to instruction; on-the-job vs. institutional
  : Training allowance support
  : Support services strategies

- How could the communication of opportunities be improved
  : Government/industry recruitment activities
  : Marketing strategies
- How could native communities be used as support mechanisms for the training process

Appendix V

1) **EDUCATION**

A) HINTON-GRANDE CACHE

(1) The need to emphasize "practical training" rather than "academic" subjects.

(2) The inclusion of cross-cultural training programs for teachers dealing with native students.

(3) The need to better acquaint non-native parents with the native culture so as to avoid discriminatory patterns in children.

(4) The provision of home-school liaison workers for native children and families to provide counselling and serve as a bridge with the non-native community.

(5) The level of government support to native programming in school curricula.

(6) The nature of career counselling for native students.

(7) The nature of efforts to encourage local initiatives regarding native education development.

(8) The adequacy of efforts to bridge cultural barriers between native and non-native students/parents.

(9) The policy regarding the inclusion of native trustees on school boards.

B) EDMONTON

(1) The Alberta Government should review their present funding criteria to permit needed assistance to young Metis people who are on their own and interested in pursuing an education.

(2) Metis counsellors should be placed in junior high schools as the native drop-out rate is particularly significant in these school years.

(3) The right to teach native languages and history in the school system should be recognized and the facilities should be provided.

(4) The adequacy of the 'recruitment' of native students for the northern bursary program: the nature of the information campaign, the extent of involvement of the MAA, its Locals, communities and native service organizations; the availablility of counselling and advice for potential applicants; the criteria for selection; the flexibility of the northern employment requirement and repayment schedule.

(5) The adequacy of financial and personal counselling for native students who have either left their communities to study in other centers or are 'on their own'.

(6) The adequacy of native content in the school curriculum; the participation of Metis on curriculum policy boards and other programs and policy bodies; the adequacy/sensitivity of native reference in school texts; the extent of native language instruction.

(7) A special program should be established to fund higher learning for Metis students.

(8) Metis advisory committees should be established within Edmonton School Boards.

(9) Day care facilities should be provided for Metis children.

C) WATERHOLE

(1) The accessibility by native students, particularly in rural locations, to the '10-30' high school program: the availability of the programs; the quality of laboratory and related facilities; the nature of student counselling services; the availability of tutors/native teachers' aides; the quality of parent-school liaison.

(2) The availability of high school completion and upgrading programs to mature students particularly through: extension courses, evening programs, part-time work and academic programs.

(3) The extent of native language instruction provided by school boards and the role of native education programs as a tool in reducing the native student drop-out rate.

(4) A community liaison officer should be made available to develop closer ties between students, parents, teachers and school boards in order to resolve local Metis education concerns.

(5) Increased emphasis should be placed on the recruitment of native teachers' aides and counsellors from local native communities.

(6) Employment requirements of 2 years of university education for teacher aides be relaxed.

(7) The nature of relations between school boards and local native communities and suitable means to enhance native input in the school boards decision making process.

D) CALGARY

(1) The Department of Education should consider a program grant for native language instruction in those schools where there is a sufficient number of native children wanting to learn their native language.

(2) In view of the depressed economy and few available jobs, more and more native (Metis) students would like to continue their education beyond Grade 12. However, current waiting lists are up to two years. Part of the problem may be due to foreign students getting preferred treatment.

(3) The Provincial Government as well as the Department of Education should earmark Special Education Grants for learning disabled students who are of Metis and native descent.

(4) It is recommended that Alberta Education should direct the same special program funds to schools in southern Alberta as they do in northern Alberta (Compensatory Education EOF, Special Education, etc.).

E) HIGH LEVEL

(1) Funds should be provided to promote the development of youth groups for the instruction of Metis history and culture (social services working group).

(2) The curriculum branch of the Department of Education should increase its effort to develop native social studies packages and promote the design by local groups of native education materials for inclusion in the school curriculum (Dixonville-Fairview working group).

(3) Cree language instruction should be available as an option in Alberta schools (plenary workshop session).

(4) Grants and other financial assistance should be made increasingly available for students in elementary and secondary schools (all community working groups).

(5) Attention should be paid to suitably train teachers and counsellors who work with Metis students (Dixonville-Fairview working group).

(6) Steps should be taken to improve the relationship between Metis parents and school boards including measures to encourage the representation of Metis on school boards (plenary workshop session).

(7) The need for a hot lunch program in Dixonville.

(8) Little Buffalo noted its request for a new school.

F) FORT CHIPEWYAN

(1) A number of participants noted the desirability of having one school jurisdiction operating in Fort Chipewyan. Several individuals remarked on the generally poor quality of education available in the community. In this regard, a need for native counsellors was noted. As well, some participants referred to the lack of school facilities for sports activities.

(2) The need for adult education courses that would allow mature students to complete grades 10-12.

(3) A need for additional special education teachers for the handicapped was expressed.

(4) The need for increased financial aid for adults who pursue training programs. The financial needs of individuals during the period after the completion of training and prior to securing a job.

(5) The need for Keyano College to expand its programming in Fort Chipewyan.

(6) The need for post secondary financial assistance programs for Metis students with "less strings attached".

(7) It was suggested that educational programs for seniors should be conducted including those related to consumer affairs.

G) FORT MCMURRAY

(1) Janvier residents noted that their new school will only go up to grade 9 - participants suggested that there was sufficient local demand to warrant classes to grade 12.

(2) The need for a hot lunch program in Lac la Biche.

(3) Fort MacKay and Anzac residents referred to a number of concerns:

- The lack of available information concerning financial assistance for post secondary students.

- The practice of "pushing" students into higher grades in cases when promotion is unwarranted.

- The general poor quality of local education.

- The lack of native content in the school curriculum.

H) BONNYVILLE

(1) The Alberta government should establish an education foundation to address the needs of Metis curriculum development, financial assistance to students and related programming efforts.

(2) Alberta Education should assist Metis locals to access information concerning the school board system and aid locals to convene meetings with school board officials.

(3) Cross cultural in-service training for teachers in schools with native students should be compulsory.

(4) Cross cultural and native awareness programs should be developed for the benefit of non-native students in schools with a significant native population.

(5) Lifeskills training should take place in junior and senior high schools to better prepare students who drop out in early grades.

(6) Participants noted the need to expand the availability of Education Opportunity Funds to more communities. It was also noted that there are currently few educational materials available in Cree. A suggestion was offered that increased attention be paid to the standardization of native curriculum materials in order to encourage their broad distribution and achieve desired economies.

(7) Participants noted that there are many potential Cree language instructors in the native community who are being overlooked because they do not meet teacher certification requirements. Particular reference was made to elders and others who could be of service to meet the education needs of the Metis.

I) LAC LA BICHE

(1) That the Department of Advanced Education and the M.A.A. look into the possibility of establishing an adult upgrading program in the community of Athabasca.

2) EMPLOYMENT AND TRAINING

A) HINTON-CRANDE CACHE

(1) Adopt legislation that assures local preference in hiring activities related to major development projects. It was suggested that employment priority be assigned in the following order: the immediate community, the region, Alberta, out-of-province.

(2) Provide more lead time for the submission of community proposals regarding government employment programs.

(3) Evaluate government employment programs to determine whether local needs are being met.

(4) Implement more intensive contact with the communities and provide additional information on available programs (e.g. use of radio advertisement).

(5) Training should not be arbitrarily linked to employment guarantees. Training for loggers should be pursued now so that the labour force is prepared for any upturn in the economy.

(6) Entrance to training programs should not be restricted by unduly high education entrance requirements.

(7) The role and nature of training during the recession.

(8) Policy and program measures relating to local hiring by industry and government.

(9) The status of local, regional, provincial and federal coordination regarding the development of employment strategies, field implementation and information services.

(10) The role of Native Outreach and local involvement in the planning, implementation and monitoring phases of employment development.

(11) The flexibility of PEP and STEP to encourage increased training by small business.

B) SLAVE LAKE

(1) The adequacy of information services regarding employment programs to native communities.

(2) The recruitment of native fieldworkers in programs that largely serve native individuals and communities.

(3) The adequacy of lead time available for communities to plan for employment projects.

(4) The availability of departmental planning assistance to communities and MAA Locals interested in applying for provincial employment programs.

C) EDMONTON

(1) There is a need for job creation to be geared to Metis employment needs.

(2) Re-examine existing training programs to ensure they meet Metis needs.

(3) Train urban Metis to be available as forest firefighters and reforestation workers.

D) CALGARY

This working group dealt principally with concerns regarding assistance for native businessmen. The group's primary recommendation noted the need to assist potential native entrepreneurs to access capital, learn how to run a business and access available counselling services. The group's second recommendation noted the need for job search courses and training programs.

E) HIGH LEVEL

(1) Shell Canada, Texaco, Union Oil, Husky and other resource companies operating in northwest Alberta should be invited along with the Community Vocational Centre to jointly create pre-employment and on-the-job training programs for the Metis of the Peace River block (Little Buffalo-Cadotte Lake working group).

(2) Information on Alberta Government employment and training programs should be made more effectively available to Metis in the Peace River region (all working groups).

(3) Little Buffalo and Cadotte Lake recommend that a Native Outreach officer and a field worker be placed to serve both communities.

(4) The amount of employment development and training funds devoted to Alberta Metis should be determined. A review of training and employment strategies for Alberta Metis should be undertaken (Dixonville-Fairview working group).

F) FORT MCMURRAY

(1) All communities expressed a concern that local hiring policies were not being actively pursued by resource

companies. Many noted that natives were the last to be hired and the first to be fired. Concerns were also expressed about the practices of union hiring halls, the apparent preference offered to relatives of Syncrude employees for summer work for students, the practices of City of Fort McMurray regarding the treatment of potential native women employees and the 'failure' of Neegan Corporation to reach its target of hiring one-fourth of its workforce from the native community. It was noted that there was a need for the Alberta government to pursue affirmative action measures to meet native employment needs. The Janvier-Conklin working group noted that companies do not pay enough attention to hiring Metis workers. Fort McMurray participants suggested that Syncrude institute a job rotation program similar to that available in other area communities.

(2) A number of concerns were expressed regarding the effectiveness of employment placement agencies. Specific reference was made to the low profile of Native Outreach in Fort McMurray. The Fort McMurray working group also expressed disappointment with the Alberta Career Centre.

(3) Several communities expressed their disappointment with the quality of vocational training. Many felt training should be geared to provide a marketable skills and avoid the practice of training individuals for the sake of training. Janvier noted its need for a qualified welding instructor, better shop facilities and an evaluation of current training programs operating in the community.

(4) A Community Vocational Centre or AVC should be established locally to serve the communities of Janvier and Conklin.

G) <u>BONNYVILLE</u>

(1) MAA Local 2 (Mannville-Minburn) recommends it receive planning assistance to form a farm labour pool.

(2) A joint industry-native committee should be formed to monitor the recruitment, employment and business opportunity practices of resource companies operating in the Bonnyville area. (Bonnyville working group).

(3) The need to accelerate and improve the native hiring practices of resource companies. In particular, reference was made to the need for sub-contractors to establish a target figure for native employment. As well, reference was made to the need for recruiters of native employees to consider work experience rather than "paper" qualifications. It was felt that arbitrary job entrance requirements often serve to frustrate the hiring of native workers.

(4) Dissatisfaction concerning the lack of communication between employment agencies and the MAA Local was noted.

(5) Concerns regarding employment practices were voiced. In particular, it was felt that native employees should be treated in a manner similar to other workers. As well, native workers, it was noted, should not be the first to be fired when a company must lay off employees.

(6) Concerns regarding the availability and content of training courses were mentioned. The need to ensure that native people had equal access to industrial training courses was noted as was a concern that a meaningful lifeskills component be included as part of all Alberta Vocational Centre courses.

H) LAC LA BICHE

(1) That outside contractors should be forced to hire 75% local labour through the Chamber of Commerce. This should be applied after a needs assessment is completed. (Lac La Biche).

(2) That a native employment counsellor should be in the local employment office and should be involved with incoming contractors and other places such as Fort McMurray and Cold Lake. (Lac La Biche).

(3) That employment and training should have a program follow up for sponsorship to jobs or post education and training opportunities. (Kikino, Caslan, Conklin).

(4) That special programs for student training for school drop outs be developed. (Kikino, Caslan, Conklin).